



## OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501  
HELENA MT 59620-2501  
[www.opi.state.mt.us](http://www.opi.state.mt.us)  
(406) 444-3095  
888-231-9393  
(406) 444-0169 (TTY)

Linda McCulloch  
Superintendent

### 2001 Montana Statewide Test Results

#### Background

In 2001, all Montana students in grades 4, 8, and 11 participated in the first statewide norm-referenced standardized tests, the ITBS and the ITED, Form A. Montana students were tested in Reading, Language Arts, Mathematics, Social Studies, and Science.

Montana standards include basic knowledge, application of basic and specific knowledge, and process skills. The ITBS and ITED are designed to measure basic knowledge and some application skills. Montana students do very well on the tests scoring above the national norm group in all grades and subjects. The results of the tests give a picture of aspects of student achievement, and it is recognized that they do not measure all Montana standards or district curricula. This was never their intention, and that is why these tests comprise Phase 1 of the Montana Comprehensive Assessment System (MontCAS). Indeed, the Board of Public Education and the Office of Public Instruction have planned for Phases 2 and beyond to include multiple measures, currently in the planning process. Therefore, presently at the state level, there is one measure of student achievement for all students, and it is important that the data are used constructively for what they are intended, as measures of achievement and comparisons with a national norm group.

#### Guide to the Reports

- **Each Report Includes**

1. Introduction to the subject with general tables and charts
2. Charts for each grade level within the subject

Disaggregations comparing district size categories

- NPRs
- Horizontal charts with explanatory text following each
- Size categories begin with the state at the bottom and are labeled up the left side of the chart, small to large.

- **Types of information used in the reports**

1. **Disaggregations--by whole state and by district size category**

Results are reported for each of the following groups:

- All students with number tested
- Students without disabilities with number tested
- Students with disabilities with number tested
- Female students with number tested
- Male students with number tested

- Native American students with number tested\*
- White students with number tested\*
- Students with free/reduced lunch with number tested
- School size category with number tested

\*NOTE: Since the University of Iowa is preparing a detailed study of Montana Native American student results, this report is limited to a comparison of Montana's Native American and White students. Full race/ethnicity disaggregations are available online in the state disaggregations, the disaggregations by district-size category, and the disaggregations by county and system. Online address is [www.opi.state.mt.us/assessment/index.html](http://www.opi.state.mt.us/assessment/index.html)

## 2. School Size Categories—Only applicable size categories will be included in specific charts

Montana school districts are divided into categories according to number of students. The number of students tested in a small size district category may be greater than the number of students tested in a larger size category because Montana has many small sized districts. The following are the size categories:

- 1E = Elementary, more than 2500 students
- 1H = High School, more than 1250 students
- 1K = K-12, more than 399 students
- 2E = Elementary, 851-2500 students
- 2H = High School, 401 to 1250 students
- 2K = K-12, 399 or fewer students
- 3E = Elementary, 401-850 students
- 3H = High School, 201-400 students
- 4E = Elementary, 151-400 students
- 4H = High School, 76-200 students
- 5E = Elementary, 41-150 students
- 5H = High School, 75 or fewer students
- 6E = Elementary, 40 or fewer students

**NOTE: Charts are numbered to reflect the grade, the number of the chart, and the subject:**

Examples:	4.1 R	=	4 <sup>th</sup> grade, chart 1, Reading
	8.5 M	=	8 <sup>th</sup> grade, chart 5, Math
	11.13 LA	=	11 <sup>th</sup> grade, chart 13, Language Arts
	SC	=	Science; SS = Social Studies

## 3. Scores Reported

- **National Percentile Rank (NPR)** compares Montana students with students in the national norm group. The average NPR for Montana 4<sup>th</sup> grade reading students is 66, meaning that Montana 4<sup>th</sup> grade students scored at or above 66% of the students in the national norm group. [Charts in each grade and subject section show the NPR.]

- **Customized Skills Reports**, reports aligned to Montana standards, provide aggregated data and are specific to Montana standards. Customized Skills Reports are compiled by Riverside Publishing Company for the state and districts. Information from these reports includes:
  1. The number of items in a specific test which measure a specific Montana standard and
  2. The average percent correct of the student group being reported
  
- **Results of the Statewide Student Questionnaire**, administered with the 2001 tests, provide data related to some of the subjects tested.
  
- **Other Related Measures- when appropriate may include NAEP, National Assessment of Educational Progress**
  - NAEP tests a representative sample of students from each state in some subject areas and grades. The scores included in this report are from a representative sample of Montana students.
  - NAEP scoring is on a 0-500 scale with four achievement levels:
    - Basic
    - Above Basic (does not indicate deficiency)
    - Proficient
    - Advanced
  - Cut scores for the levels depend upon the grade and the subject. Instead of using cut scores, the NAEP data that are reported will include average scores for all students nationally, all White students nationally, all Native American students nationally, all Montana students, all White Montana students, and all Native American Montana students.
  - In addition, the combined percentage of students scoring basic, proficient, or advanced is reported for the Montana White and Native American groups.

### **ACT Results—Graduating Class of 2001**

- The ACT Assessment is a college qualifying exam scored on a scale of 1-36, with 36 being the highest possible score for each subject tested.
- Subjects tested:
  - English
  - Math
  - Reading
  - Science Reasoning
- Score results, according to ACT, mean:
  - 17 or higher: typical requirement for colleges and universities with liberal or open admissions policies.
  - 22 or higher: typical requirement for colleges or universities with selective admissions policies.
  - 27 or higher: typical requirement for admission to most highly selective colleges and universities.
- The average score for each of the subjects for the national group and Montana students taking the tests (all, white, and Native American) is included in this report in the specific subject section.

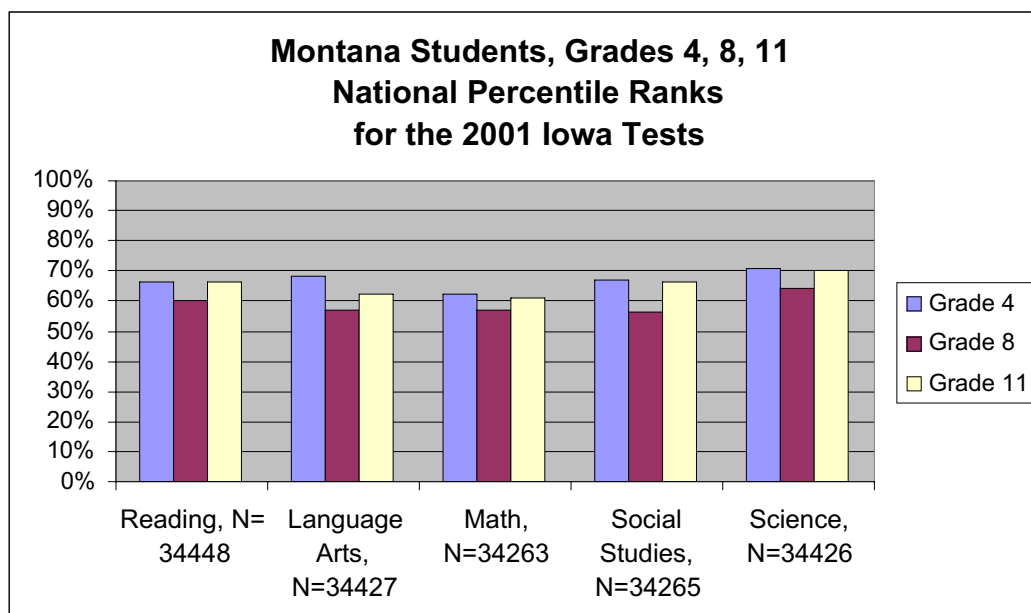
### **SAT Results-Graduating Class of 2001**

- The SAT Assessment is a college qualifying exam scored on an 800 point scale for each of two subject areas, verbal and math.
- The average scores of students entering college in 2001 were verbal, 506 and math, 514.
- The average score for the subject areas for the national group and Montana students taking the tests (all, White, and Native American) is included in this report in the specific subject section.

## Summary

### Overall Results by Grade and Subject

The following chart displays the National Percentile Ranks for Montana students in grades 4, 8, and 11 who took the Iowa Tests in 2001. It serves as an anchor for the charts that follow in the subject sections which provide details including disaggregations and size categories.



1. Montana students in grade 4 scored over 60% in all subjects (This means they scored the same as or better than over 60% of the students in the national norm group.). They scored highest in science.
2. Montana students in grade 8 scored lower than grade 4 in all subjects; however, they scored 60% or above in Reading and Science.
3. Montana students in grade 11 scored higher than grade 8 students and equal to or lower than grade 4 students. All grade 11 scores were above 60%, and like the grade 4 students, Montana grade 11 students scored 70% in science.

### Participation Rate

The following table contains the percent of students by grade and overall who were enrolled and tested.

Spring 2001	Percent of Enrolled Tested
Grade 4	98.4%
Grade 8	97.1%
Grade 11	92.5%
Total	96.0%

### High and Low Scores by Grade, Subject, and Disaggregation

The following table displays the National Percentile Ranks for Montana students in grades 4, 8, and 11 who took the Iowa Tests in 2001. Subjects in which students in a grade and disaggregation scored high are shaded in gray. Subjects in which students in a grade and disaggregation scored low are in bold print and bordered with a broken line.

	Read	LA	Math	Soc. St.	Sci.	Read	LA	Math	Soc. St.	Sci.	Read	LA	Math	Soc. St.	Sci.
Grade	4	4	4	4	4	8	8	8	8	8	11	11	11	11	11
All Students	66%	68%	<b>62%</b>	67%	71%	60%	<b>57%</b>	<b>57%</b>	62%	64%	66%	62%	<b>61%</b>	66%	70%
Students Without Disabilities	69%	71%	<b>66%</b>	70%	72%	64%	<b>60%</b>	<b>60%</b>	65%	67%	69%	64%	<b>64%</b>	69%	72%
Students With Disabilities	32%	33%	<b>31%</b>	41%	50%	<b>25%</b>	26%	<b>25%</b>	26%	36%	26%	27%	<b>26%</b>	32%	32%
Female Students	67%	72%	<b>60%</b>	66%	70%	60%	62%	<b>58%</b>	62%	65%	68%	69%	<b>60%</b>	69%	72%
Male Students	66%	64%	<b>62%</b>	70%	72%	60%	<b>52%</b>	57%	63%	63%	64%	<b>55%</b>	62%	64%	67%
Native American Students	44%	49%	<b>40%</b>	48%	50%	36%	41%	<b>33%</b>	35%	42%	41%	42%	<b>41%</b>	46%	51%
White Students	69%	70%	<b>66%</b>	71%	73%	64%	<b>59%</b>	60%	65%	67%	69%	<b>63%</b>	<b>63%</b>	68%	71%
Students on Free/Reduced Lunch	54%	57%	<b>51%</b>	57%	59%	47%	48%	<b>45%</b>	47%	53%	51%	<b>49%</b>	<b>49%</b>	54%	58%

### Summary

Since this is the first year of the statewide test, the data serve as baseline data; longitudinal data are not available for assessing progress.

The number of the students tested affects the data: the larger the number, the more generalizable the data, and the smaller the number, the less generalizable the data because one or two students can dramatically impact the results. Therefore, comparing the different size districts continues to be problematic. However, looking at the data by size categories, one can see what may be stable across the state and what may not be.

As the charts and explanations are examined, it continues to be important to remember that these scores reflect one test, a test that best measures basic knowledge and some application of that basic knowledge, and one kind of test. To get a full picture of Montana student achievement, many other factors need to be considered. Multiple measures, part of the Montana Comprehensive Assessment (MontCAS) Plan, will add other instruments.